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ABSTRACT

Programs serving underprepared college students at urban colleges and universities are examined in this bulletin. Pace University of New York City operates a one-year program for students who do not meet school requirements for admission in order to help them complete four years of college. Another program for students who cannot be admitted into the regular curriculum courses is offered by the Developmental Studies Department of Thomas Nelson Community College at Hampton, Virginia. Special services for disadvantaged students and developmental studies courses offered by Northern Kentucky University, which is near Cincinnati, are specifically directed to small-city and rural students who are unprepared for college. The keystone of the program's instructional efforts is paired and blocked courses. A mandatory program for high-risk students is offered within the School of General Studies at the Calumet Campus of Purdue University, and the College Life Program at the University of New Orleans attempts to help underprepared students enter the learning mainstream through intensive instructional, tutorial, counseling, and other services. Additionally, learning laboratories in a number of disciplines, some of which are exclusively developmental, are operating at Miami-Dade Community College in Miami. A trip once a year for black students at Grand Rapids Junior College of Michigan is undertaken to visit predominately black universities and colleges in order to motivate low-performance students by allowing them to meet role models. Issues identified by a team that visited four campuses offering basic

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Connections

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Connections is the bulletin of the Urban College and University Network. Network participants are two- and four-year colleges and universities, both public and private, located in major U.S. urban centers. The Network provides a means for sharing information on successful or promising efforts by colleges and universities in the city to serve the educational needs of city residents, particularly poor, minority, and disadvantaged persons, and about the more persistent problems encountered by these colleges and universities as they provide education in the city.

The Urban College and University Network is a project of the American Association of State Colleges and Universities, in cooperation with the American Council on Education, American Association of Community and Junior Colleges, Association of American Colleges, Association of Catholic Colleges and Universities, Committee on Urban Program Universities, National Association of Independent Colleges and Universities, and National Association of State Universities and Land Grant Colleges. The project is made possible by a grant from the Ford Foundation.

PART II—ASSISTING STUDENTS TO SUCCEED

Also in this issue:

- **Black Odyssey**
- **Pairing and Blocking**
- **Tracking Students**
- **Multiple Labs**
- **Cloning Success**
- **Separate Division**
- **Leadership Capital**

What are some of the organizational issues and problems that limit the effectiveness of urban college and university efforts to assist students to succeed? The Network invited a small group of educators to visit four campuses whose basic academic skills programs are reported in *Connections*, Parts I and II of "Assisting Students to Succeed in Higher Education." The impressions formed by the group as a result of their discussions on campus with administrators, faculty members, and students are reported in the staff-prepared article that leads off this issue. While the visiting team could not provide the definitive list of problems or a thorough problem analysis, it gleaned a few key issues which seem to be concerns of the four campuses, and no doubt of many others. Readers are invited to submit their thoughts about the issues identified by the team, other related issues, and ideas about resolution. Selected statements will be published in future issues of *Connections*.

The information collection process is underway for four future issues of *Connections*. The Network Advisory Panel identified four topics that will provide the focus for each of the issues. They are: institutional cooperation in the city, renewing the human resources of the urban college, responding to the diversity of educational needs in the city, and acquiring and allocating scarce resources to meet special needs. Network campuses have already been contacted about sharing information on their efforts related to the four special focus topics. Readers are also invited to contact Network staff with information concerning successful or promising efforts that have come to their attention.

As the communications medium of the Urban College and University Network, *Connections* aims to begin the sharing process. Directors of the programs described in this and other issues are ready to talk with interested colleagues. Network staff wants to know about efforts and results in meeting the educational needs of the cities' people. ■

When a college or university decides to open its doors to virtually all comers, it takes on the added responsibility of providing programs that will assist students to remedy their deficiences in academic skills and that will help them successfully adapt to the culture of the campus. What the colleges are doing about it, their varying styles, strategies, and depth of commitment, is an intriguing and still evolving chapter in the history of contemporary urban higher education.

To shed some light on the institutional roles played by the basic academic skills programs a small group of educators made one-day visits to four Network campuses to engage administrators, faculty members, and students in discussion of their efforts, their problems, and their accomplishments. The group hoped to learn something about the relationships of academic basic skills programs with the "academic mainstream," and with the "urban mission" of urban colleges and universities.

Members of the visiting team were Barbara Hursh of Northeastern Illinois University, Virginia Minton of Donnelly College, Walter Levy of Pace University, Jose Vazquez of Hunter College, and Network coordinator Kurt Smith. Each team member brought a unique professional and institutional perspective to the series of visits.

While the four campuses do not represent a true statistical cross-section of urban higher education, they do represent interesting differences in terms of historical development, control, curricular offerings, and approaches to basic academic skills programs. For example, Pace University in New York is a private comprehensive university. It began as a school of accountancy serving business downtown. University of New Orleans is a public comprehensive university, established some 20 years ago as the urban unit of the Louisiana State University System. University of Louisville, a public comprehensive university, was for the greater part of its history a private university. More recently it was incorporated

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into the state public higher education system. Donnelly College is a community college sponsored by the Roman Catholic Archdiocese of Kansas City, Kansas.

Each of the campuses has made the good effort in basic academic skills work for unprepared students. Each offers a variety of programs and services to assist its students in general, but each identifies one program as especially dedicated to basic skills development for students with deficient academic backgrounds. The Developmental Education Center at University of Louisville, the Goal Center at Donnelly College, the College Life Program at University of New Orleans, and Pace University's Challenge to Achievement each provided a vantage point to view program roles, relationships, and outcomes.

Group members formed impressions about some of the difficult organizational issues faced by higher education institutions that take on the responsibility of educating unprepared students. Their impressions not only were a product of the campus visits but also were influenced by discussion of related experiences and individual perspectives brought to the visits by each group member. Therefore, the notions shared in this article will no doubt touch upon issues familiar to many people working on urban campuses.

BASIC SKILLS PROGRAMS

Basic academic skills programs share three general characteristics. First, they share the assumption that traditional standards of successful academic performance at the "college level" define the criteria for student preparedness. The purpose of the programs is to help the student to adapt to the institution. Second, they are extraordinary efforts to remedy skill deficiencies. To use the medical metaphor suggested by John Roueche, who has written much about developmental education, they are academic "intensive care" units geared up to pursue radical interventions in order to save students. Third, they are relatively small efforts, by the numbers of students served, within larger collections of academic skills improvement efforts—courses, labs, tutorials, counseling, etc.—sponsored by the institution.

In light of these circumstances, team members noted several important problems. One problem is coordination of the array of programs designed to help students. Over time, specific efforts were made as particular needs emerged and as resources could be marshalled. Often programs were developed with external funds, and they were shaped by the interests of funding agencies.

Gradually the collection of programs developed a need to be organized into a coherent system, but nowhere was this need adequately addressed. Team members agreed that more systematic organization might enable institutions to utilize their resources more efficiently and to give students better information about their options for getting needed help.

A second problem is one of scale. The small intensive care programs seem to be doing well in assisting students to stay. However, doubts are expressed about the effectiveness of such programs on the grand scale necessary to serve all the students who could be helped if expansion were fiscally possible. For example, Pace University is giving consideration to "cloning" the Challenge to Achievement at Pace program as an alternative to stretching it beyond the limits of its effectiveness.

Basic skills programs also share the problem of what one member of the group called the "resistors or detractors" on campus. The same member observed that seldom does any college or university willingly undertake these programs. Doing so generally becomes necessary as a result of a governing board mandate to accommodate a changing student body or through the need to maintain enrollments.

"Attention must be given to defining developmental education as an avenue toward quality rather than a departure from quality."

Another team member stated, "My overall impression from the institutions we visited is that such programs are either somewhat opposed, tolerated, or accepted with reservations."

Still another said, "There are very deeply entrenched thoughts about maintenance of quality, and there is an assumption that somehow the maintenance of quality and developmental education are antithetical to each other. Attention must be given to defining developmental education as an avenue toward quality rather than a departure from quality."

The importance of collecting student performance data was stressed by team members as a means of justifying requests for funds and establishing credibility. About one program the comment was, "Success is expressed in terms of success stories rather than statistics—a common tendency." About a second program: "Careful attention is given to statistical analysis of outcomes and this is a powerful factor in insuring continued administrative support."

BASIC SKILLS PROGRAMS AND THE ACADEMIC MAINSTREAM

Basic academic skills programs exist on the periphery of academic life. They represent a response by the college or university to the need for special efforts to assist students to succeed, but the response follows the path of least risk institutionally. That is, the institution is not required to adapt in any central way to the changes in learning needs or life circumstances of students.

The existence at the periphery of academic life in the institution perhaps can be attributed to two possible motivations. On the one hand, safe places have been sought for development of these non-traditional programs in which new ideas about teaching and learning would be tried. On the other hand, the periphery also provides a place for quarantining programs and students, keeping them from infecting the rest of the institution.

An effect of the safety-quarantine strategies has been the creation of an academic no-man's-land where basic skills programs operate cutoff from the academic community. In this circumstance advances in improving ways of helping students to learn cannot be transferred readily to other classroom or laboratory settings.

Also, images of inadequacy and the stigma of second class status of students, programs, and staff seem only to be reinforced by the continued isolation of academic skills development from academic subject matter fields.

"Developmental education students are not part of the real academic world of the institution," said a team member following one of the visits. "There is little or no overlap with the academic departments such as English or history. This is not the fault of the program. Rather it is a pernicious situation resulting from a poor educational outlook on the part of the institution's liberal arts leadership. The good work done by the developmental education program is ignored, though it might easily be brought to use elsewhere. On the other hand, skills training developed by the liberal arts faculty is not shared with the developmental education staff. The operation of parallel programs is divisive."

The four campuses visited employ one

Jose Vazquez is Professor of Education in the department of curriculum and teaching at Hunter College, in New York, where he coordinates the graduate program in bilingual teacher education.

Sister Virginia Minton is Vice President and Academic Dean of Donnelly College in Kansas City, Kansas. As dean she thoroughly embraces the community college philosophy of marshalling all available resources to serve each student's learning needs.

Walter Levy is Associate Professor of English at Pace University in New York City where he directs Challenge to Achievement at Pace, a highly successful program which integrates academic basic skills work and academic subject matter.

Barbara Hursh is Assistant to the President of Northeastern Illinois University in Chicago. A Ph.D. in educational and social psychology, she has a particular interest in the effects of alternative classroom structures on cognitive development.

Kurt Smith is coordinator of the Urban College and University Network and editor of *Connections*.

". . . one or more tactics to combat isolation of their academic skills programs."

or more tactics to combat isolation of their academic skills programs. One tactic involves the placement of the basic skills program within the academic organization. For example, the University of New Orleans College Life program is located in the freshman studies program, which in turn is at the heart of the academic affairs division of the university. Another tactic involves combining academic skills with academic subject matter in specially designed courses. Challenge to Achievement at Pace provides a specially designed freshman year for unprepared students who may enter "regular" curricula as sophomores following successful completion of CAP. Another means of combating isolation assures that faculty teach both basic skills and subject matter as a part of their work load. At Donnelly College the math skills instructor also teaches advanced calculus.

"Without the cooperation of academic departments, basic skills programs will achieve little more than 'paste and patch' results over the long haul," said one team member.

As the group discussed the issue of moving programs into the mainstream it began to identify some strategies for assuring that academic skills programs are not relegated to the periphery of academic life. The key lies in planning from the start ways in which the program will be knitted into the fabric of the institution. The program must be built to fit the institution in a way that is perceived as evolutionary rather than add-on. It must be designed to produce results, and ways must be planned for demonstrating and documenting the results it produces.

Academic opinion leaders who may be sympathetic to the program's goals need to be involved early in planning and later in the operation of the program. While commitment to the goals of the program is important, skills also must be developed. A great deal of frustration and failure can be averted if faculty and other professionals who express a willingness to work in academic skills programs are supported through development of their own competencies as teachers and counselors of unprepared students.

BASIC SKILLS PROGRAMS AND THE URBAN MISSION

One member of the group was moved to comment, "No doubt there are numerous higher education institutions that have superficially accepted an 'urban mission' but that have yet to conceptualize the implications of that mission."

The notion that an institution has a distinctive urban mission may be held only by certain administrators, a few key faculty members, and perhaps external decision-makers. Even then, the mission may be framed more by location than sense of purpose. It may be more a matter of intuition than articulation, of differing and sometimes conflicting assumptions. It is not surprising then that most faculty and staff members do not think about their work in terms of the institution's urban mission.

One team member was emphatic in describing the implications of this circumstance for the operation of basic skills programs. "Programs dealing with unprepared students' problems often are a result of the effort of dedicated individuals rather than a result of careful planning by the administrations of institutions. Programs are, in most cases, 'band-aid' operations, and the persons working in developmental programs are placed in the position of having to win over administrators and faculty members to the value of their programs. The stance of the colleges is one of reacting to the situation rather than looking ahead, planning, and assuming a leadership role."

Basic skills programs may also suffer if, somehow, their success conflicts with the desired institutional image. A top administrator confided to the group that the best profile, as far as the institution's developmental education accomplishments were concerned, is a low profile. Related to this idea, one team member said, "University officials are glad that the program works, but they are not willing to 'showcase' it. Rather, they desire to provide support for the more elite programs. It is difficult for them to accentuate a program for weak students at a time when the university is actively seeking to upgrade its image."

". . . University officials are glad that the program works, but they are not willing to 'showcase' it."

The group noted that commitment to extending education to new students, particularly students unprepared in the traditional sense for college work, was the principal component of the urban mission only in the thinking of the community-junior college leaders. While helping unprepared students was not altogether absent from the thinking of the university leaders, more often the institutions' urban missions were expressed in terms of curricula and research focused on urban topics and problems.

THE CHALLENGE AHEAD

The concept of open admissions and equal educational opportunity, whether by mandate or choice, is becoming a permanent part of the structure of higher education wherever large populations of disadvantaged students reside. The necessity to remove the barriers that separate developmental education from the principal teaching, research, and service functions of the institutions cannot be ignored. Without unity, neither the academic skills programs nor the college itself is likely to flourish.

Perhaps nowhere is the gap between student preparedness and the requirements of society so dramatically demonstrated as in the comprehensive universities that were visited. On the one hand, increasing numbers of unprepared students are seeking admission. On the other hand, the universities offer technically advanced degree programs at the undergraduate and graduate levels, and engage in sophisticated research aimed at solution of problems faced by the immediate urban and larger communities which they serve. It seems that the universities must have extremely effective academic skills programs if they are to capitalize on the resources of innate intelligence and talent upon which their education and research programs must rely. So the question for them is not "whether" to move their academic skills programs from the periphery, but rather of "how" that will be done.

One of the traveling group put the challenge in another way: "Urban colleges and universities must do what the land-grant colleges did in the face of concern about their potential dilution of the quality of higher education. They were able to maintain their conviction that what they were doing was right, was appropriate, and was important to society. It is partially as a result of this courageous commitment that they achieved distinction. Their example should be instructive for the contemporary college or university in its service to an urban constituency." ■

New York
CLONING A SUCCESSFUL PROGRAM

Walter Levy, Director of Challenge to Achievement at Pace (CAP), speaks with the confidence of a man who took charge of a failing program five years ago and turned it around.

CAP is a one-year program with a limited enrollment of selected students who do not meet Pace University's day school requirements for admission. Its chief purpose is to prepare students to successfully complete four years of college.

Would Levy mind answering questions about the program? "Ask me a hundred," he replies.

The answers are upbeat. Full-time faculty enjoy teaching in the program. The academic departments are cooperative about assigning them. Students like the program and their success statistics are good. To top it off, CAP pays for itself, and more.

The program had bottomed out when Levy took it over in 1975. It was begun in 1967 as PM, the acronym for Provisional Matriculation. PM was a developmental program, but no help was offered outside the classroom. Students were required to maintain a C average for a minimum of 24 credits. Those who met the requirements were allowed to matriculate.

Students flocked to PM at first, but when New York's CUNY System installed an open admissions policy in 1970, enrollment quickly dropped from about 500 to 100 students. PM soon became a dumping ground for faculty, and the students were not doing well. By the fall of 1974, the enrollment was down to 64.

When Levy took over, he gutted the program and remodeled it from top to bottom. In a recent report he said: "Admissions criteria were reevaluated and upgraded. Recruitment was intensified. Courses were redesigned and tightened. New teachers were brought into the program. An Academic Skills Center was created."

CAP's objectives were to enroll from 150 to 180 students each fall, to matriculate 55 percent of the yearly class, and to demonstrate that students had improved their reading and writing skills in English and history.

The operative word for CAP is "control." Tight control. It starts with recruitment. CAP students are "moderate risk," i.e., they show a strong potential for college success if given proper academic care. Now that the admissions staff has confidence in the program they screen carefully and "send us students we can work with," says Levy.

A capsule student profile shows a high school average of about 77 percent, SAT combined scores of 750+/-, and a low proficiency in reading and writing. About 50 percent are white, 30 percent black, and the remaining 20 percent are Hispanic and others. They pay a special CAP registration fee of $150.

Levy has instituted "controlled innovation" to develop the most suitable and supportive curriculum for CAP students. Because about 75 percent of them go into the business administration program, liberal arts are emphasized to sharpen their study skills.

During fall and spring semesters, students take approximately 28-30 credits in English, history, mathematics, speech, and reading. Cultural activities are integrated with classroom studies. CAP sponsors an annual film festival. Related literary works are used in the history and English courses, and students meet "live" artists during a series of literary readings.

"We keep the courses real," says Levy. "We refuse to water down standards. The grading is straight and rigorous."

Levy doesn't believe in advancing students unless they are ready to perform successfully. He talks about steady improvement "produced in a firm but friendly academic setting."

The firm but friendly setting does not include the "call-if-you-need-help" method of assisting students. "We know from experience that they won't call us, or if they do, it will probably be too late to help," he says. Instead of waiting, CAP teachers and staff reach out and make the first contact.

"We spend the first term reviewing and we run after the students. Then in the second term we squeeze the students to get them up to college level. We offer them every opportunity for success. We set up workshops, provide tutoring, organize help classes, offer academic counseling or just plain talk. We listen to our students. They know we care."

And the caring goes on. When CAP students are in their second year they get a "sophomore slump" letter. It arrives around Thanksgiving, when Levy figures it is most needed.

"We write and tell them they are probably going to get blue, that everybody gets blue, and that they should drop into the Academic Skills Center."

CAP students refer to the Center as the CAP alumni office. During the 1979 fall semester, the Center logged 2,000 visits, about 45 percent were made by former CAP students.

The Center's list of academic and social services is inclusive. In addition to tutoring and counseling, students are taught time budgeting, test-taking techniques, and vocabulary building.

"We don't go to a snack bar and talk," said one student. "We come to the CAP Center. We're one big family."

The Center is staffed by professional academic skills counselors and the tutors are professors.

"It is not an isolated unit," says Levy. "It is a carefully orchestrated academic experience for CAP students and teachers."

The faculty is a stable group with high morale, according to Levy. Like the students, they are carefully screened. There

are 5 full-time teachers, 19 part-time, and 12 peer helpers, whose work is closely supervised.

Teachers are encouraged to innovate and to redevelop courses. They use the Skills Center as a forum for discussing students' achievements or lack of them.

"We do a lot of faculty development," says Levy. "We pay the faculty for their time—not a lot, but they do show up. These meetings are not like the rap sessions of the 60's. We talk about our students and how to teach."

One small feature of the program seems typical of the CAP style. It is a five-page list of "Important Things You Should Know about CAP." Crisply written, comprehensive, and to the point, it is required reading for CAP students. For example, following Levy's name, title, office address, and phone number is a sentence that reads: "If you need help or just want information about the program or about Pace, see him." When CAP students register, they sign a brief statement acknowledging that they have read the list and are familiar with it.

The CAP recruiting slogan, "Join the Winners," is borne out by statistics.

The first year of the program, 58 percent of the class matriculated. In 1977, the figure rose to 63 percent, and in 1978 to 67 percent. There is some attrition, but of the 250 former CAP students who matriculated from the program between fall 1975 and spring 1978, 180 of them (or 78 percent) still maintain a QPA of 2.0 or better.

The original goal of CAP students graduating at the end of four years has been changed. Five or six years now seems more realistic to Levy, who notes that the figure compares favorably with the national average for college graduates.

While university officials were initially skeptical about CAP, its success has fostered the idea of "cloning" the program. CAP itself would not be expanded, but replicated and used as a model to educate other groups. If imitation is the sincerest form of flattery, then Pace University's CAP should be most pleased.

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■

Hampton

DIVISION STATUS RETAINED BY DEVELOPMENTAL UNIT

At Thomas Nelson Community College the Developmental Studies Program (DSP) has status and position that would be envied by educators in the field who often have to scramble for funds, space, and acceptance by their colleagues.

The question is, can it last?

The program was started ten years ago at the direction of the president who was committed to an open-door admissions philosophy. He let it be known that creation of a developmental education program had a high priority and that it would be adequately funded. To counter any in-house "image" problems he emphasized that students flowing from the program into the regular curriculum programs would be important to maintaining enrollments.

When the president left, his successor was no less a supporter of DSP, and the program was established as a separate division on a par with the five other academic divisions of the college.

The current annual budget for DSP is $262,560. There is a full-time faculty of 17, and an adjunct faculty of 65—carefully selected and specially trained—that can be drawn on as needed. The program serves approximately 1,800 students each quarter.

Students enter the program by way of the counseling center which closely scrutinizes the students' high school transcripts, test scores, and other data on their level of achievement.

Each DSP course has been developed around the entry requirements for specific courses in the regular curriculum. The courses are individualized and students cannot be admitted into the regular curriculum courses until they master the necessary skills and satisfactorily complete the prerequisite work.

According to Johnnie Simpson, Chairwoman of the Developmental Studies Division, many students master the needed skills during the first ten-week quarter while others may take a year or more. But no matter how long it takes, students are offered one more chance. Grading is non-punitive. Students who do satisfactory work are given an S, indicating C level work or better. Students who have not finished all of the work, but are likely to with

more time, are given an R for re-enroll. Those with little prospect of finishing the requirements receive a U, but those are infrequent.

A particular strength of the program is its faculty. One of the original objectives of DSP was to "establish a nucleus of competent instructors who wanted to teach remedial students." The objective seems to have been met.

Joseph Peone, Dean of Instruction says of the DSP faculty, "They are all positive, energetic professionals." He also commented that they hold their own with the traditional faculty in committee work and are often among the leaders.

Johnnie Simpson says, "The people who are hired for our program are hired to teach basic skills. They are not hired in the hopes of getting a literature course when it comes open. In fact, there have been openings for literature teachers and none of our people have applied. "We really work well together. If I had to start this program over, I would hire the same people."

The weakest part of the program appears to be the evaluation system, a point readily conceded by Simpson. Students have been asked to evaluate the program by questionnaire. An annual follow-up of the math segment indicates that developmental studies students do as well as students just out of high school. But more is needed. A major long-range study by the faculty is now underway, and may provide the best data yet. The study will compare attrition rates and employment success of developmental students with a control group.

The college is now into its third administration since the DSP was started. Miss Simpson reports that President Kubala announced at a recent faculty meeting that DSP will remain as a separate division within the college.

"If it disappeared tomorrow," says Peone, "so would about a third of the jobs in other departments on campus. DSP acts as a feeder for other courses. There would be no way many of our students could take regular college courses without the developmental courses.

"I think people understand that and appreciate it."

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Cincinnati

PAIRING AND BLOCKING COURSES

Northern Kentucky University (NKU) is the state's newest senior institution. Although more regional than urban, its open door policy attracts many small-city and rural students who are as unprepared for college as their inner-city counterparts.

Across the Ohio River is thriving metropolitan Cincinnati, but its museums, libraries, and classical entertainments are light years away from Kenton County whose culture and lifestyle reflects generations of rural isolation.

Students come by the hundreds with hopes for a better future, but with little idea of what postsecondary education is all about. To give them a fair chance for success, NKU has mounted a frontal assault to correct the educational deficiencies that hold them back.

What began in 1975 as a federally-funded special services program of counseling and academic support for 100 disadvantaged students has been enlarged and extended to any student who needs the services. Special Services for Disadvantaged Students/Developmental Studies (SSDS/DS) is staffed by 10 full-time and 10 part-time faculty and professionals, and 100 paid student aides. The program uses the services of almost every office on campus that has a student affairs responsibility, as well as those of a number of off-campus human services agencies.

The keystone of the program's instructional effort is "paired" and "blocked" courses. Pairing is an evolving concept that integrates basic reading, writing, and study skills into content courses. Each is taught separately. Pairing is two courses offered jointly, e.g., a reading/study course that emphasizes skills in psychology and introductory psychology. Blocks are three or more courses, e.g., history, reading/study, and English. An agreement to pair developmental work with general studies courses has to be worked out with content faculty.

Content courses available to developmental students as part of a pair or a block have included history, psychology, sociology, biology, anthropology, and political science.

In some ways, NKU is an echo of the 50's and 60's when new institutions were being created and university administrators across the country were racing to get buildings built in time to house the next wave of students.

It began its life modestly as a community college affiliated with the University of Kentucky. It became Northern Kentucky College in 1968, with a mandate from the state to open up educational opportunities—predominately undergraduate—to the neglected counties of Northern Kentucky. Four years later it was moved to a new site at Highland Heights with space for expansion. The university designation was granted by the state legislature in 1976.

Against this background of rapid development, undergraduate enrollment jumped from 1,662 in 1970 to 5,673 in 1979. The fall 1979 enrollment, including graduate, professional, and continuing education students was 8,077, an 11 percent increase over the previous year.

As enrollment grew, buildings were going up on the new campus. Eight have been built so far, and three more have been approved.

Seeing the campus for the first time, a recent visitor remarked, "It's what we all imagine the future will look like." It may indeed be a glimpse of the future for many of its students who are struggling to escape a deadening past.

The majority of NKU students (98 percent are white) come from three counties—Boone, Kenton, and Campbell—all

with urban centers and all strongly independent. The founding of the university, said one administrator, was an extraordinary example of tri-county cooperation.

The largest number of NKU students come from Kenton County where the 1970 census reported that 75 percent of the residents over 25 did not complete high school.

Comprehensive placement tests are now the key to identifying disadvantaged students. All incoming freshman take the tests, and those who are judged high-risks are advised to take the developmental courses they need in English, math, reading, and study skills.

Expansion of the SSDS/DS program has also meant that enrolled students who are on academic probation are tested, interviewed, and advised to take developmental courses. Walk-in students or those recommended by a faculty member can get free tutoring in a specific subject area or get help in the reading and writing labs.

The number of students served by the program has risen dramatically. The Special Services students, those who meet HEW's (ED) low-income guidelines, now total 170. There are 200 students in reading courses, 400 in the reading and writing labs, and 450 who are being tutored. The university and the state now contribute a significant portion of the costs.

Although it is still experimental at NKU, "all of our eggs are in the one basket of pairing," says Leonore Ganschow, Coordinator of SSDS/DS. In a 1979 paper on the subject she wrote, "We feel that integration makes learning relevant to the students' academic needs and it creates more effective basic skills instructors because the instructors themselves go through the learning process with students. . . .

"Students must see that the reading/study course is designed to help them with learning strategies, not simply to pass the content course," she said.

Students sign up for the pairing or blocks in which they feel they need specialized reading/study or writing help. They may enroll for a pairing, consisting of specially screened students for the developmental course and regularly enrolled students in the content course, or they may enroll for a block consisting of only specially screened students in that block.

The pairing/block team consists of a professor of the academic content course, a reading/study instructor, a writing instructor (in blocks only), and a student tutor.

Students meet 3 hours each week for 15 weeks and attend a reading and writing lab for tutoring once a week.

"Our primary goal," says Ganschow, "is to actively involve students in learning through interaction among instructors, fellow students, and tutors, and with small group-directed study sessions.

"We stress process over product—students learn how to think critically by talking and writing about what they read."

In her paper on pairing, Ganschow stated that NKU is not yet ready to offer its program as a model, and that effective models are badly needed.

Experimentation continues, and there are unresolved issues. One sticky problem is the matter of credit. Reading/study credit counts toward freshman standing; the basic writing course counts toward graduation and the GPA, but not toward general studies; and content courses earn general studies credits. Some students resent—and will avoid—taking courses without academic credit. Regular faculty are reluctant to get involved in the problem.

Other concerns are whether courses should be voluntary or mandatory, the status of faculty in the developmental program, and how to locate all of the students who might benefit from developmental education.

Ganschow wishes more faculty shared her view of the students in SSDS/DS. "They have to look beyond the test scores," she says. "Students tell me that initially they felt they were being singled out as educationally handicapped. They don't feel that way now. They feel inner strength. It is true that these students have more problems, but the potential is tremendous."

One student who shows the inner strength Ganschow talks about recently wrote the State Department of Education on behalf of the program: "I am at present enrolled in Special Services, and hope to become a peer counselor during my sophomore year. I am a 28-year-old divorcee who has had a continual struggle for survival due to my limited education.

"I was, as are so many others, totally unaware of financial assistance available for postsecondary education. I was therefore trapped into relying on food stamps and living in a government subsidized apartment.

"I have always wanted to get out of my situation, but there was no way without furthering my education. Not until Special Services showed me how I might be able to do this did I have any idea I could actually go to college.

"Although I have only completed one semester, I am maintaining a high B average. I feel very confident that I will be able to get the business degree I've always dreamed of. I only hope this letter might bring about the continuation of this program."

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■

Hammond

MANDATORY PROGRAM AIDS TRANSFER TO DEGREE TRACKS

The School of General Studies at the Calumet Campus of Purdue University is the entry point for students who fail to meet the criteria for admittance to one of the university's three degree-granting schools.

Some students may be in general studies only long enough to take the one course they need to transfer into a degree-granting school. For others with a low class standing or a low SAT score, the stay may be longer.

Three years ago, when the number of general studies students on academic probation reached 391 out of an enrollment of 1300, a mandatory program for high-risk students within the School of General Studies was designed to begin in the fall of 1978.

High-risk students were defined as those who graduated in the lower half of their high school graduating class or who got less than a combined score of 750 on their SAT tests.

The purposes of the mandatory developmental program were to lower the probation and drop-out rate, thereby boosting retention, and to pinpoint those who obviously were not going to make it into one of the degree-granting schools.

Only 100 students were enrolled in the first year of the high-risk program. Some were missed by the program's arbitrary method of measure, according to Morey Kays, Assistant to the Dean of the School of General Studies.

Kays explained that, "We excluded students who had better than 750 composite on their SATs or who did well in high school.

"Also, we did not include older students in the mandatory courses because we couldn't assume that their patterns from high school would continue in college.

"We may advise them to take the course," he added, "but we can't force them."

All high-risk students in the program take a special course for credit which combines college survival and study skills, career exploration, and group advising and counseling.

When placement scores indicate the need, students are required to take developmental work in writing, reading, and arithmetical competency.

Regular faculty members teach all courses in general studies, including the courses for high-risk students, as part of their total academic load. This was a policy decision implemented to avoid departmental duplication.

Advising is handled by the regular staff and supplemented by graduate students majoring in counseling and guidance. Peer tutors are recommended by academic department heads and supervised by the general studies staff.

Support from the academic departments in the degree-granting schools is no problem. The carrot is an increase in the number of students transferring from general studies. "There is a lot of cooperation between general studies and departments," said Kays, "including development of the special courses for high-risk students."

Kays pointed out that one problem with using regular faculty for the developmental courses is that there is no opportunity to get together and talk about the program and how the students are doing.

In order to get a preliminary look at the effectiveness of the program after its first year, the retention rate of high-risk students was compared with the rate for similar students who entered general studies the previous year, even though the control group was not required to take the same developmental courses as the risk students.

Although less than precise, the comparison serves as an indicator. The score was 28 percent for the 1977 group and 41 percent for those who were in the new high-risk program.

In addition to retention, further aspects will be studied. "We've just started to look at these students," said Kays. "We are interested in how they're doing in regular college courses. Do they succeed?

"We also need to find out if students are not coming to the university because we tell them they need to take developmental courses."

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New Orleans

CAPITALIZING ON LEADERSHIP TO ACHIEVE PROGRESS

The College Life Program (CLP) at the University of New Orleans (UNO) attempts to help underprepared students enter the learning mainstream. At the same time it is seeking to establish its own place in the institution's teaching mainstream.

Like similar programs that have been started since the open admissions concept gained widespread use, CLP has struggled to determine what it should be while some people in the university question whether it should be at all.

One of the most persistent questions raised in any discussion about open admissions is to what degree is the university responsible for the success of those students it admits who are not ready for college level work?

People like David Shroyer, Director of CLP, who are dedicated to finding answers to the question, often face disinterest and even opposition from other educators and those who set educational policy.

The University of New Orleans is situated on a 195-acre campus on the south shore of Lake Ponchartrain. It was created by the Louisiana legislature in 1956 to bring publicly-supported higher education to the people of the state's largest urban center.

When UNO opened in September 1958, some 1,500 freshmen students, more than twice the number expected, were on hand to enroll. Today, UNO is a comprehensive institution with an enrollment of 12,000 undergraduate students and 2,000 graduate students. Ninety-five percent are residents of the metropolitan area, and about 35 percent are disadvantaged students.

Many of the disadvantaged students will not graduate despite the availability of remedial math and English programs and other support services at UNO. Commenting on the odds against disadvantaged students earning a degree at UNO, Shroyer said, "Recently, 46 percent of entering freshmen were placed in remedial English and 69 percent were placed in remedial math. Of those underprepared students placed in both remedial English and math sections, only about 1 in 20 has graduated from UNO."

While Shroyer voices alarm about the large number of entering students who are inadequately prepared, a UNO admini-

strator says there is little support for additional funds for remedial programming among the policy makers of the Louisiana State University System. The same could be said for a large number of UNO faculty, especially senior members, who believe UNO should have a strong research emphasis and should strive for a regional or national student body. Neither seems likely to happen soon, given the university's legislative mandate and the fact that alumni of Louisiana State University, the state's most-favored research institution, predominate in the places where higher education policy and funding decisions are made.

Meanwhile, Shroyer and a small cadre of like-minded faculty and staff chip away at the problem of all those students whose high school diploma is a ticket to UNO, but not necessarily to a college degree.

Shroyer became interested in developmental education as a member of UNO's English faculty. He started out with a voluntary program, running it on "pennies" from various religious organizations.

Three years ago he was able to put his College Life Program into high gear with a grant from the Special Services for Disadvantaged Students Program of the U.S. Office of Education. Additional funds are contributed by the Coalition on Human Needs of the American Episcopal Church, along with lesser amounts from the Shell Foundation and the UNO Student Government Association.

Shroyer describes CLP as a comprehensive program of intensive instructional, tutorial, counseling, and other services in an environment which seeks to develop a strong, caring, interdependent community.

While its main objective of providing students with the opportunities to gain the skills and goal-oriented behavior necessary to succeed academically remains the same, its student clientele has changed drastically.

The first class of students was chosen on the basis of two criteria: the need for remedial help in both English and math, and the students' personal interests. The idea, says Shroyer, was to "serve those least prepared on the theory that students who were better off would somehow find a way to cope."

An intensive evaluation system that involved weekly staff meetings, biweekly student progress reports by tutors, and student comments led to radical changes. "We have turned it around completely from what we originally did," says Shroyer.

The new CLP students, he adds, "are those who with our services would be likely to succeed, but without them would probably fail." Although they are still double-remedial students, they are a better risk than the earlier group. Interestingly, although the Office of Education says the program should be helping students with "demonstrated academic potential," Shroyer had trouble explaining the new selective procedures to them.

To identify CLP students, the staff generalizes that a student who scores below 8 on both the ACT reading and math tests will not succeed in getting into the mainstream of college within one year. But a student with a combined score of 16 or greater and with less than an 8 on either math or English may be considered for the program. Exceptions may also be made for students whose combined score is less than 16, but who were in the top five percent in their class, or who manifest leadership potential in other ways, e.g., in the community or high school.

Students who meet the general criteria are invited to the campus in groups of 30 during the summer for diagnostic tests. At a later visit, they are interviewed using a questionnaire based on seven non-cognitive predictors of success. The staff views the two campus visits as motivational obstacles, and the student who shows up for both is signalling something important.

Says Shroyer, "Even a poorly-prepared, poorly-educated student can be energetic and successful, particularly if there is a strong support structure at home or in the community."

CLP students attend regular university classes, but the curriculum is modified. "By identifying special sections of specific courses for our students and providing an augmented and more intensive course of study," says Shroyer, "we are able to achieve our objectives without a sense of estrangement or separation from either the regular curriculum or the university experience."

For example, the CLP English sections meet for five hours a week rather than three. Counseling and tutoring, both individually and in groups, are regularly scheduled

All the courses are taught by faculty selected because they have a special interest or talent for teaching disadvantaged students, and who are willing to work the required extra hours.

As one dimension of evaluation, CLP compared the mean GPA for its 1978-79 students with four other groups of double-remedial students—those who were invited but did not respond to CLP, those with ACT scores which were too high or too low to be admitted to the program, and those admitted to the university too late to be considered for CLP. The data show that of the non-CLP students, only 24 percent achieved a GPA of 1.8 or above as compared with 52 percent in College Life.

This evidence supports Shroyer's comment that double-remedial students who enter regular university courses and who have access to the regular remedial programs and other support services that are available to all students "don't stand a very good chance of succeeding."

"We can serve 250 students a year," he said, "but there are 1,000 on this campus who need to be served."

Shroyer's hopes for the future include more widespread faculty interest in working with disadvantaged students. If it should ever come, he has a list of suggestions for them.

"They could spend a couple of hours a week with students who normally don't receive high faculty time. They could consider becoming mentors for promising underprepared students.

"They could become consultants to the College Life Program to tell us what competencies or skills are necessary to succeed in their discipline.

"They could become advocates for better preparation in the high schools. Their advice would be clear-headed and more specific than what we can tell the high schools."

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Miami
LABS AND ACADEMIC PROGRESS

Miami-Dade Community College (MDCC) has an unequivocal open door policy for persons over 18 years of age. Enrollees need not have attended high school, much less earned a diploma. There are no entrance examinations, and students may select any curriculum. As might be expected, there is a wide range of abilities among the student population, and many enroll ill-equipped with the fundamental learning skills.

In an effort to provide maximum opportunity for its heterogeneous student body, the New World Campus of MDCC has made a heavy investment in laboratory instruction.

Some labs, but not all, are exclusively developmental. Some combine classroom instruction with lab work. Paraprofessionals and student assistants are frequently used as instructional aides, supervised by faculty who strongly emphasize close, personal contact with the students.

At the New World Campus there is a multi-skills lab that focuses on communications skills, a language lab that mainly serves ESL students, a business lab for students who need help in accounting, a math lab, and a biology lab.

The Biology Learning Center and the Mathematics Learning Center, each with unique qualities, illustrate two different approaches to the problem of how to provide large group instruction at a low cost without losing sight of the individual student's style and rate of learning, as well as the need for attention.

The five-year-old biology program, developed by its Director, Michael D. Brodsky, has three elements—large group sessions, small group sessions, and independent studies. Course content is correlated within all three elements so that continuity is preserved.

The week begins on Monday morning with Brodsky's 150 students reporting to a General Assembly Session (GAS). At the first meeting, the program is explained in detail. Subsequent GAS sessions are in the traditional mode, with a lecture, a film or guest speaker used to introduce a particular topic. The next meeting is an Independent Study Session (ISS) at the Learning Center, film strips, charts, models, and individual concept kits. Students use the Center as needed and are required to complete their ISS experience prior to attending the third part of the weekly program, the Seminar Assembly Session (SAS). There are approximately 15 students in each SAS group. The sessions are informal with cookies, coffee, and plenty of conversation among students and with Brodsky about who is doing what, and what kind of problems are being encountered.

"After three or four weeks," says Brodsky, "I know each student, his strengths and weaknesses, ambitions, and in many cases his personal problems. This would be impossible if all the instruction was only in a large group."

Evaluation has been primitive so far, but Brodsky feels his approach is working well. "I'm able to cover more material, and grades have improved," he says. "Fewer students are dropping out from the course, and in fact, fewer students are selling their texts when the course is over."

The math lab was opened in the 1973-74 academic year by its Director, William P. Palow, to offer assistance to any student enrolled in a math course and to make self-paced instruction available as an alternative to learning in the classroom. Students can get tutoring help in courses ranging from arithmetic up through calculus and differential equations. Courses for credit, called Directed Independent Studies (DIS), are offered in Arithmetic, Introduction to Algebra, College Algebra, and Trigonometry.

All students in the math lab programs are volunteers, coming either on their own or by referral from a faculty member. The success rate for DIS students has risen from 40 percent the first year to 60 percent at the close of the 1976-77 year.

The math lab is open 72 hours per week and students use it in large numbers. Visits per term grew from 154 the first year to 5,500 in 1977-78. The staff has grown also, from 2 student assistants and a part-time tutor-administrator to 6 student assistants, 3 paraprofessionals, and a director with 40 percent release time.

The program will continue to expand. In 1976, the lab received a $273,000 National Science Foundation grant to cost-share a three-year project to create a system of computer-managed instruction for the center. With computers handling the clerical work and generating more individualized programs of instruction, more students can be accommodated and the staff

Next year the Mathematics Learning Center will move to a newly constructed building where the center will have four times its present capacity.

Important as the labs may be at the New World Center Campus, Vice President William Stokes believes that the key to retention is in "thoroughly assessing students and placing them in a program they need." A new computerized system called Standards of Academic Progress has recently been introduced to provide the needed data.

"Because we are an open door institution," he says, "students have immediately tried to work at regular curriculum courses and have dug themselves into a hole.

"We need to identify these students early and get them into developmental courses. And," he adds, "we need more support labs."

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Grand Rapids
BLACK ODYSSEY MOTIVATES ACHIEVEMENT

For at least 40 of the 800 black students (out of an enrollment of 9,000) at Grand Rapids Junior College, one of the high points of the year is the day they head south to spend a week visiting predominately black universities and colleges.

Tempy Hoskins, who came up with the idea three years ago, directs the program which is called the Cultural Enrichment Trip. The purpose is to motivate low performance students by giving them an opportunity to meet role models—which are lacking on their own campus—and to see the institutions that have produced outstanding black national leaders.

Hoskins said she wants the students to see black persons who are in key decision-making positions in education because of their own abilities and achievements and not because of the need to meet government personnel guidelines and regulations.

On a typical trip the students, accompained by three adults, spend the first two days in Nashville at Fisk University, Tennessee State University, and Meharry Medical College. The remainder of the week they visit the schools of the Atlanta University Center. They meet with the presidents of the institutions, admissions representatives, and other officials. Last year in Atlanta they met Mayor Maynard Jackson and a group of business leaders.

The cost of the trip is $5,000. The college contributes $1,000 and the students and Hoskins raise the rest through dances, bake sales, and donations from people and organizations in the community.

To qualify for the trip, students have to meet certain class attendance requirements and maintain a 2.5 grade point average, although some exceptions are made.

"While the college gives financial support," Hoskins says, "they don't comprehend the real objective of the program, although some administrators acknowledge improvement in the attitude of the students."

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ERIC as a resource

The following reports and journal articles are drawn from the data base of the Educational Resource Information Clearinghouse on Higher Education, and have been announced in either of ERIC's two monthly publications, *Resources in Education* (RIE) or *Current Index to Journals in Education* (CIJE). RIE and CIJE are available for reference in college, public, and government libraries around the world. Most of the non-journal literature (those with "ED" numbers) is available in microfiche in over 600 library ERIC collections. Copies of many reports and journal articles can be obtained as well.

Eddins, Diane D. *A Longitudinal Analysis of the Performance of "High Risk" Students.* 1978. 12p. (ED 153 556)* MF-$0.83; PC-$1.82.

A nine-year summary of the academic performance of "high risk" students at the University of Pittsburgh is presented. The subjects investigated were 1,770 students who entered the University-Community Educational Programs (U-CEP) from 1968 to 1976. The report focused on the following areas: student academic backgrounds; student first-year performance; student attrition rates; and student graduation rates. Comparisons were made between U-CEP students and regular admits. The results showed that given the opportunity and adequate support, the "high-risk" student can succeed, although at a lower rate than the regular-admit student.

Grant, Mary Kathryn; Hoeber, Daniel R. *Basic Skills Programs: Are They Working?* ERIC/Higher Education Research Report Number 1, 1978. 58p. (ED 150 918)* MF-$0.83; PC-$4.82.

Basic skills programs are now almost a given in the curricula of postsecondary institutions; however, the key area of concern of basic skills researchers is, Are they working? The answer is twofold: yes, those involved in and committed to the programs are working very hard, and no, the programs themselves are not working very well. The report includes discussion on: a historical perspective of governmental

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and institutional policies that have been challenged by the need for basic skills programs; the nature of the basic skills programs; and the conclusion drawn by some researchers that the existing compensatory programs have done very little toward eradicating the academic problems of disadvantaged college students.

Grites, Thomas J. *Academic Advising: Getting Us Through the Eighties.* AAHE-ERIC Higher Education Research Report No. 7, 1979. 74p. (ED 178 023)* MF-$0.83 PC-$4.82.

The historical development of academic advising, the methods employed to provide this service, and the interrelationship of this process with other campus constituencies are examined. Conclusions drawn from a literature analysis include: (1) advising cannot be done in isolation; (2) there is no single formula for a successful advising program; and (3) academic advising will play a more prominent role in the future of higher education. A bibliography and eight recommendations that could be used by institutions as they assess their advising programs—including implementation of assessment studies and reward systems—are included.

Roueche, John E. Ed. "Increasing Basic Skills by Developmental Studies," *New Directions for Higher Education No. 20*, v5 n4 1977. (EJ 172 108-114)**

This entire issue is devoted to the solution of basic skills problems through developmental studies. Contents include: Counseling and High-Risk Students; Building a Developmental Education Program; Designing Instruction; Focusing on Mastery and Individualized Instruction; Closing the Gap; and Creating a Growth-Oriented Learning Environment.

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making connections

CENTER FOR DEVELOPMENTAL EDUCATION

The Center for Developmental Education is an agency of the General College at Appalachian State University. It was founded in 1976 with a grant from the W. K. Kellogg Foundation to help postsecondary educators obtain resources needed to work with academically and psychologically unprepared adults in colleges and universities.

During this last summer four workshops, each lasting one week, were conducted through the Kellogg Institute for the Training of Specialists in Developmental Education, a part of the Center. The workshops culminated in a supervised practicum at the students' home campuses and resulted in certification by the Center and the Institute as Specialists in Developmental Education.

In addition to the workshops, the Center operates a networking service known as People-to-People Linking Service putting experienced resource persons familiar with all aspects of developmental education in touch with persons who have questions about the field. The telephone number is (704) 262-3057. Questions are processed by a Center staff person who makes referrals to one or more persons who supply the specific information or guidance requested.

The Center also offers graduate programs in developmental education, internships, professional growth activities including workshops, conferences and symposia, as well as consultation and technical assistance. The Center maintains a basic skills library of professional books, monographs, periodicals, research reports, unpublished manuscripts, instructional aids and other information.

The Center publishes the *Journal of Developmental & Remedial Education* three times a year. It is designed for the practitioner, providing useful, practical and timely information about every facet of developmental education. Subscription rates per year are $7.50 for individuals and $10.00 for institutions.

Annually since 1976, the Center revises its *Annotated Bibliographies* which describe books, monographs and instructional aids dealing with Adult Education, Counseling and Psychology, Developmental Math, Developmental English/Communications, Program Evaluation, Developmental Reading, and others. There are more than 500 entries in the collection, and they can be purchased for $7.50. Single area bibliographies are available for $2.50. There is a $.90 postage and handling charge for both.

For further information on the Center and its activities contact: Dr. Milton "Bunk" Spann, Director, Center for Developmental Education, Appalachian State University, Boone, NC 28608, (704) 262-3057 or 262-2167. ■

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